



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

rests furnishes the teacher of writing a useful instrument even though the scales are put forth as tentative merely.

The book is valuable to teachers, supervisors of writing, and students of education, not only for the positive information it gives, but also for the program of work which it suggests in order that our knowledge of the psychology and pedagogy of handwriting may be adequate.

V. A. C. HENMON

UNIVERSITY OF WISCONSIN

---

*Types of Teaching.* By LIDA B. EARHART. New York: Houghton Mifflin Co., 1915. Pp. xvi+277.

This volume is similar in scope to Strayer's *Teaching Process* and Charters' *Methods of Teaching*. Most of the chapters are devoted to discussions of the following types of teaching exercises or lessons: objective, inductive, deductive, appreciation, habit-forming, study, assignment, recitation, review, and socializing exercises. The first chapter (on subject-matter, its nature, development, and purposes) parallels Charters' discussion of Dewey's social point of view concerning subject-matter. The influence of Dewey and McMurry is evident in many places and the author graciously acknowledges her indebtedness in the preface.

The author very wisely refrains from introducing much technical psychology as the explanatory basis of her practical points. In this respect, the book is superior to several recent books which have unnecessarily introduced much useless, incomprehensible, and often invalid psychological discussion as the assumed justification for perfectly good educational theories and practices.

The author is eclectic in her treatment of all topics, furnishing a happy balance between progressive theory and the possibility of practical applications under present conditions in the better elementary schools. She is sympathetic, non-dogmatic, and objective in most discussions, and refrains from making her own opinions unpleasantly obtrusive.

The book is generally well unified in its larger organization and within its various parts. Each chapter expresses a few points clearly and adequately and with ample practical illustrations. If any exception were to be taken to the general organization, it would concern the duplication between (a) the discussions of reflective thinking (under the head of inductive and deductive lessons) and (b) the discussion of training to study. In the history of recent publications on methods of teaching, it is interesting to note the complications that have resulted from the efforts of writers to bring together the following topics: (a) the Herbartian formal steps, (b) the older psychological discussions of induction and deduction, (c) Dewey's masterly unified treatment of reflective thinking, and (d) training pupils in reflective studying. The product often consists of an inconsistent mixture of (a), (b), and (c), with a duplication of these three in a separate discussion of (d).

The exercises at the end of each chapter are very good, being well selected and practical. They are of the same type as those found in the books by Strayer and Charters mentioned above. The type of exercise which distinguishes Thorndike's *Principles of Teaching* is usually lacking, that is, exercises which present real source material for the reader of the book to analyze.

Both the author and publishers are to be congratulated, the former upon the interesting, practical, and effective character of her work, the latter upon the excellent quality of the presswork, paper, and binding.

S. C. PARKER

UNIVERSITY OF CHICAGO

---

*Citizens in Industry.* By CHARLES RICHMOND HENDERSON. New York: D. Appleton & Co., 1915. Pp. xix+342.

Retrospection is never out of place; and in our age of rapid industrial expansion and development it is especially desirable to pause now and then to see where we are going, how far we have gone, and what we have accomplished. Dr. Henderson's volume *Citizens in Industry* performs precisely this function of review and retrospection with the purpose of making clear our present location in the course of industrial progress.

The opening chapter sets out the industrial situation and its problems. The following chapters consider in detail the progress and present condition of various features of industrial welfare: health and efficiency; economic inducements to secure efficiency; methods of improving conditions of home life, of employees; responsibility for homeless and youthful employees; education, both cultural and vocational; experiments in industrial democracy. Seldom is it that a more comprehensive general view of the contemporary situation in the working world is presented in so brief a space. Dr. Henderson was confined by no political or geographical boundaries. Illustrations from Chicago; Essen, Germany; Madras, India; Tuskegee, Alabama; Osaka, Japan; Paris; Holland; China, crowd one after the other.

Particular interest attaches to this book because the last work with which Dr. Henderson was engaged was the reading of its proof. The volume reflects both his deep personal sympathy with the working-man and his unshaken conviction that we shall reach a democratic solution of the labor problem.

LEONARD D. WHITE

CLARK COLLEGE

---

*Effective Public Speaking.* By FREDERICK B. ROBINSON, A.M., PH.D. Chicago: LaSalle Extension University, 1915. Pp. iv+467.

Dr. Robinson, in somewhat over four hundred and fifty pages of the present volume, covers the entire field of speech structure and delivery. The book is divided into twenty-five lessons. Each chapter is followed by test questions